

The Sheltered Instruction Observation Protocol (SIOP) Model as a Tool to Incorporate
Content Language Integrated Learning (CLIL) in an English Class with Science Content

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ABSTRACT

This classroom project aims to use the Sheltered Instruction Observation Protocol as a tool to teach Content and Language Integrated learning in the classroom and to see the effects and results of its application. The implementation was carried out considering the need that exists in our country in terms of bilingualism and effectiveness that Sheltered Instruction Observation Protocol has shown in different studies mentioned throughout this paper. The participants involved in this project were 31 students from 2nd grade of a public school in Pereira, Risaralda. The pre-service teacher guided the students in a process in which he integrated science content in his English classes for a period of twelve sessions, three hours per week in which learners developed several different activities that allowed them to grasp meaningful knowledge regarding the topics that were taught in the sessions. The results obtained at the end of the implementation were analyzed by the pre-service teacher who collected information through a teaching journal, lesson plans and reflections. Regarding the results, it should be highlighted that most students managed to show an increase in their vocabulary range when they were communicating in English as well as their writing skills; meanwhile, the pre-service teacher improved his ability to design material according to the student's context. Hence, this project can be used as a model for future teachers that wish to work with Content Integrated Language Learning.

RESUMEN

Este proyecto de aula pretende utilizar el Sheltered Instruction Observation Protocol como una herramienta para enseñar el Aprendizaje Integrado de Contenido y Lengua Extranjera en el aula y para ver los efectos y resultados de su aplicación. La implementación se llevo a cabo teniendo en cuenta la necesidad que existe en nuestro país en términos de bilingüismo y la efectividad que el Sheltered Instruction Observation Protocol ha mostrado en diferentes estudios que serán mencionados a lo largo de este documento. Los participantes de este proyecto fueron 31 alumnos de segundo grado de una escuela pública de Pereira, Risaralda. El docente en desarrollo guio a los estudiantes en un proceso en el que integró el contenido de las clases de ciencias en sus clases de inglés durante un período de doce sesiones tres horas semanales en las que los alumnos desarrollaron diversas actividades que les permitieron obtener conocimientos significativos sobre los temas que fueron enseñados en las sesiones. Los resultados obtenidos al final de la implementación fueron analizados por el docente en desarrollo quién recolecto información a través de diarios, reflexiones y las diferentes planeaciones de las clases. En cuanto a los resultados, cabe destacar que la mayoría de los estudiantes lograron mostrar un aumento en su rango de vocabulario cuando se comunicaban en inglés, así como sus habilidades de escritura; Mientras tanto, el docente en desarrollo mejoró su habilidad para diseñar material de acuerdo con el contexto del estudiante. Por lo tanto, este proyecto puede ser utilizado como un modelo para futuros profesores que deseen trabajar con Aprendizaje Integrado de Contenido y Lengua Extranjera.

1. JUSTIFICATION

In recent decades, the purposes and functions of Colombia's educational system has changed significantly, especially with regards to the teaching of an additional language, this is the result of the new legislation. According to Cardenas (2014), these changes are the Revolución Educativa 2002-2006 and 2006-2010 (Educational Revolution 2002 -2006 and 2006-2010) and the Programa Nacional de Bilingüismo (PNB) Colombia 2004-2019 (National Program of Bilingualism 2004-2019) (Colombia, Ministerio de Educación Nacional, 2002; 2005; 2008). Likewise, the ongoing processes of globalization have created rapid developments in technology, science, communication, knowledge and social patterns (Coyle, Hood, and Marsh, 2010), forcing education and industry professionals alike to rethink the role of the countries' educational systems, looking for new approaches to succeed in an increasingly information-based society and economy that pervades both local and global contexts. As part of this movement, the development of competencies in English has become a matter of primary practical importance for many educational systems around the world as a path increasing their learners' access to information and collaborative partnerships.

Taking this reality into consideration, there is an urgent need to diminish the gaps of foreign/second language education, culture and knowledge in terms of learners' outcomes and performance. Which is why introducing a Content and Language Integrated Learning CLIL approach into the mainstream Colombian educational system is a viable option for many. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood and Marsh, 2010). It can also be considered as "an alternative approach to communicative language teaching (CLT)" (Banegas,

2012, p. 47); or it could be defined as an educational approach where curricular content is taught through the medium of a foreign language typically to students participating in some form of mainstream education at the primary, secondary or tertiary level (Dalton-Puffer, 2011 p. 183). CLIL attempts to find equilibrium between content and language learning while students gain and apply new knowledge and skills while increasing intercultural awareness.

Thus far throughout Colombia many private bilingual institutions from primary and secondary-level education have adopted the CLIL approach as a means of enhancing learners' skills in a second language through the learning of content i.e. Math, Social Studies and Science) in that language. The purpose of this project is to implement a set of strategies such as Sheltered Instruction Observation Protocol (SIOP) in order to see the impact of CLIL-based class.

In order to incorporate CLIL within the classroom, this project will be using a model for teaching CLIL. This model is known as Sheltered Instruction Observation Protocol (SIOP) proposed by Echevarria, Vogt and Short (2008) which is an approach for teaching content to English learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. This model was developed on a research project (1996-2003) from the Center for Research on Education, Diversity & Excellence (CREDE) in the University of California Berkeley.

This model is suggested as a way of teaching CLIL, since content is taken into account within the model and improves students understanding. According to a study made in a school in Bogota, Colombia (Miravalle) to a group of sixth graders, Rativa's (2012) study found the following:

Adapting English lessons based on the SIOP template, students admitted that the lessons were easy to understand; they learned more vocabulary and could use their imagination

[...] Taking into account Lesson Delivery features and the data gathered, we found that students liked the idea of having objectives; most of the time at the end of the lessons sixth graders wanted to achieve them. Besides, students liked sharing, helping and working with other classmates following the Lesson Delivery feature of promoting student engagement (p.181).

In the process of learning a second language, apprentices have been using and testing several methodologies and strategies to see the efficacy and the impact that CLIL has had in their classes. Some learners have obtained great results while others have not. It is difficult, almost impossible, to establish a specific way of learning for a person or a group of people. No matter if they have almost the same environment and educational background, there are always some differences that make teachers adapt their teaching according to students' needs. As a result, these differences have been some of the reasons for pedagogues to implement bilingual education programs. Based on the results provided previously, what we intend to do with this classroom project, is to use the SIOP model as a tool to teach CLIL in the classroom and see the effects and results of its efficacy considering the impacts that it has had on other studies when implemented in our context.

2. OBJECTIVES

2.1 Learning objectives

General

- To evaluate the use of science content within the English classes.

Specific

- Students will be able to use content words learned in the classes to express their ideas and thoughts.

2.2 Teaching objectives

General

- To foster the English skills through the use of CLIL.
- To promote the development of English language proficiency.

Specific

- To select the appropriate vocabulary for each class.
- To teach students content words from science class.

3. CONCEPTUAL FRAMEWORK

Introduction

The purpose of this chapter is to explain in detail different concepts which will guide the development of this classroom project. The first concept to be introduced is Content Language Integrated Learning (CLIL) where the content and the language are merged together, and the second concept is Sheltered Instruction Observation Protocol (SIOP), which refers to a model regarding the implementation of content and language being taught. The authors whose conceptual works this classroom project is based on are Coyle (1999) and Marsh (2002) for CLIL and Echavarria& Short (1999), Kareva and Echavarria (2013) and Gunzek (2011) for SIOP.

3.1 Content Language Incorporated Learning

Before mentioning the model that can be used to incorporate CLIL in a classroom, it is important to define the concept itself. CLIL is an acronym for Content Integrated Language Learning. It encompasses any activity in which a foreign language is used as a tool in the learning of a non-language (e.g., biology history, linguistics, mathematics) subject in which both language and subject have joint role (Marsh 2002:58). This means that learners gain access to the knowledge and understanding of the core subjects while at the same time learning and using the target language.

After clarifying the term CLIL, it is necessary to shift focus onto the pillars that constitute CLIL. Coyle (1999) explained some aspects that must be considered in order to create an appropriate CLIL based activity; these, she referred to as “the 4C’s of CLIL” - content,

communication, cognition and culture. All of these elements will be briefly explained, firstly, content is the starting point when planning our lessons. Here it is decided the decision of what to be taught in the lesson along with the language considerations needed; content refers to the subject or theme of the lesson or course. Next is communication, in which students use their target language to interact with each other in order to have a successful CLIL experience. Cognition plays an important role because in order for CLIL to be successful, it must be challenging for students in some way and go somewhat beyond their current level so that they have to think and analyze the information given to them, in other words, to encourage their creative thinking. Finally, culture is a factor which is installed during the whole process; thus, according to (Coyle 1999) it sits in its legitimate spot in the focal point of this approach. This alludes to our familiarity with self as well as other people, as such, our sense of citizenship, which without a doubt makes part of the language and the content being taught to our students. These aspects, and how they are taken care of, must be considered in order to make a fruitful CLIL based lesson.

Coyle (1999) explains: “the 4Cs framework suggests that it is through progression in knowledge, skills and understanding of the content and engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and “otherness”, that effective CLIL takes place” . In view of these thoughts, Coyle (1999) presents a reasonable contention of the distinctive aspects to consider when building up a CLIL approach. It is without hesitation that the 4Cs are of great significance as they envelope a broad range of concerns which may present themselves during a language

learning process based on CLIL. If all of these are accounted for, students are more likely to have a significant learning experience.

3.2 Sheltered Instruction Observation Protocol (SIOP) model

In order to implement the CLIL approach, it is necessary to have in hand a model that can be developed in the classroom. To work on this second concept, the model to follow is the SIOP model.

The SIOP (Sheltered Instruction Observation Protocol) is a model that makes academic content e.g., biology, history, linguistic, mathematics; more accessible for English language learners, and at the same time, it promotes language development (Echevarria & short, 1999). According to the author, SIOP it has been largely used in North America and is becoming popular in Spain since it can be applied to any CLIL / Content based Instructional setting, in any country, in any linguistic situation, and at any level of education.

It is also mentioned that SIOP is an eight step model that gives teachers the tools to implement CLIL teaching effectively and that some aspects of the SIOP model are incredibly simple, yet at the same time, they are effective and easy to incorporate.

This eight steps or components are defined by Kareva & Echavarria (2013) in this order:

3.2.1 Lesson Preparation

The center for each SIOP lesson is substance and language targets that are unmistakably characterized, showed, and orally checked on with students. These destinations are connected to branch of knowledge material and the scholastic vocabulary and dialect that students require to achieve the expected results. For educators, the objective is to offer to the students some assistance with gaining imperative involvement with key evaluation level substance and abilities

as they advance toward familiarity with the second dialect.

3.2.2 Building Background

In SIOP lessons, educators interface new ideas with the students close to home knowledge and past learning. Educators assemble foundation information since numerous migrant second language learners have not went to schools in the new nation, or are new to the social references in writings. At different times, it's important to initiate student's earlier information so as to realize what they definitely know, to recognize deception, or find when it's important to fill in holes.

3.2.3 Comprehensible input

SIOP educators clarify scholarly undertakings obviously and in steps, both orally and in composing for second language students. Instructors can't expect settler students know how to do a task since it is a normal routine for whatever remains of the students. SIOP educators talk through the methods and use models and illustrations of good items and suitable interest, so students know the strides they ought to take and can imagine the expected result.

3.2.4 Strategies

This SIOP segment addresses student learning strategies, teacher-scaffolded instruction, and higher-order thinking skills. By expressly educating intellectual and metacognitive learning systems, educators prepare students for academic learning inside and outside the classroom. SIOP educators gain by the learning procedures that students already know and use in their native language since those can exchange to the second language.

3.2.5 Interaction

In SIOP classes, oral language rehearse helps students to create and develop content information and backing their second language talking, reading and composing aptitudes. In sets

and little groups, second language learners practice new language structures and vocabulary that they have been taught and in addition critical language capacities, for example, requesting clarification, affirming interpretations, explaining all alone or another's thought, citing evidence in the content to support remarks, and assessing opinions.

3.2.6 Practice and Application

Regularly, instructors exhibit new material through lecture and disregard the open door for students to practice the new language and content information through various modalities. SIOP educators guarantee that lessons incorporate an assortment of exercises that urge students to apply both the content and dialect abilities they are learning through means, for example, hands-on materials, bunch assignments, group work and ventures.

3.2.7 Lesson Delivery

All through the lesson in a SIOP classroom, the assignments, exercises and teaching support the content and language aims. SIOP instructors have clear schedules to follow and they ensure the students know the lesson's substance and language goals so everybody remains focused.

3.2.8 Review and Assessment

As a component of each SIOP lesson, instructors set aside a few minutes for review and assessment all through a lesson. In fact, a lesson might start with a review of past learning or a check of students' information of a theme. SIOP instructors beware of students understanding much of the time to figure out if extra clarifications or re-educating are required.

There is also another strategy supported by Genzuck (2011) where he makes reference of SIOP as SDAIE (Specially designed academic instruction in English) which is characterized as the instructing of evaluation level topic in English particularly intended for speakers of different

languages. This methodology applies to all parts of guideline, including arranging, classroom administration, lesson conveyance, also, appraisal. It is most suitable for students who have achieved a fitting level of capability in English (talking, comprehension, Reading and composing) and who have essential proficiency abilities in their own language.

The author provides strategies such as:

- Increasing wait time, be patient.
- Respond to the student's message, don't correct errors (Expansion)
- Simplify teacher language.
- Don't force oral production
- Demonstrate, use visuals and manipulatives.
- Make lessons sensory activities.
- Pair or group students with native speakers.
- Adapt the materials to student's language level, maintain content integrity.
- Increase your knowledge.
- Build on the student's prior knowledge
- Support the student's home language and culture; bring it into the classroom.

All in all, the authors give a whole view of this method to use within the class as a multifaceted tool that help the teacher to take into account all the details and to keep the students-teacher relation as a teamwork within the classroom. As it follows, having the strategies to implement the model proposed, it is necessary to have in hand a methodology that can be developed in the classroom. To work on this second concept, the model to follow as already mentioned is the SIOP model.

Teaching Method

Following the previous ideas, the purpose of using the SIOP model is to examine the effectiveness in terms of teacher implementation and student's development to see the results within the classroom. It will be implemented within the Classroom Project following the alignment proposed in the Methodology of the project, where the SIOP model is explained as a process of 8 steps where the teacher and the students are involved in the creation and previous development of the entire class. In order to incorporate the model, it is important to highlight that the project will focus on the first three aspects of it:

- Lesson Preparation.
- Building Background.
- Comprehensible Input.

4. LITERATURE REVIEW

When we talk about the use of strategies to implementation CLIL in the classroom, it is necessary to have a look on what has been done by researchers within this field, what we take as important to adapt in our project, and what can be done in the future. The present classroom project focuses on the implementation of the features from the SIOP model to implement when teaching science. In a related study, Escobar (2009), it was found out that the students had a great improvement on their fluency and their lexical repertoire. Furthermore, Banegas (2012) found out that the CLIL learners had a better development in all four skills as compared to the students from mainstream classes.

As this project aims the implementation of CLIL in the classroom following a model, there is a need for including research results about how CLIL has been explored in other contexts. In her study, Escobar (2009) explored the interaction among the students in order to verify (or refute) the hypothesis of “Conversation between learners stemming from structured pedagogical tasks shapes a favorable environment for both academic and linguistic learning, in inclusive CLIL classrooms”. This was done by creating a task-based teaching sequence based on science curricular content. The researcher collected data from a sample made up of six natural, intact compulsory secondary education classrooms in three public high schools in Catalonia between February and June 2005 involving four teachers and 127 secondary-school students.

The results presented during this pre-experimental case study showed that the students made some progress in terms of fluency due to the notable increase in the number of words they produced, and they also made an eminent improvement in the number of sentences per text

produced. This evidence that the activities carried out had a positive effect in terms of student's fluency with regards to science academic learning in the foreign language. Speaking of lexical repertoire, the results showed that there was an increase between two indicators used to measure the lexical richness of the students (one for specific lexical recognition and another for the total number of unit words). The consistency in the two values clearly shows progress in the student's lexical repertoire, at the same time it lessens importance of the doubts on a possible lack of internal validity for the lexical recognition test attributable to possible recall during the post- test of the questions already formulated on the pre- test.

In conclusion, these results are of use for our classroom project in view of the fact that they shed light on the student's increase in their grades by using CLIL to teach content in English. This is important due to the fact that our aim is to create classes that merge content and English at the same time in a successful way. Furthermore, the results give us an idea about the impact that the interactions among the students may have in our classes; hence, the pre-service teachers conducting the classroom project can be more aware of student's interactions and use them in their lessons. Overall, this study tells us that it is important to keep on track about the knowledge that the students have related to science content since it will not be pertinent to teach something new in a different language due to the fact that students will have a very limited range of vocabulary; instead, we should consult the science teacher and ask her about the content that her learners had been exposed to throughout the week.

To have a solid support for this project, Banegas (2012) shares an article where he gives a wide explanation about the reception of CBI (Content Based Instruction) and CLIL (Content and Language Integrated Learning). The author mentions how these two approaches provide different methodologies in order to be developed within the schools, their importance, the sociocultural

view of the two approaches and defines language and content for each one of them. The focus on this article relies on the analysis built with the results of questionnaires and on the research made to the program evaluation.

In the article, the author shows a short review of a study made by Lorenzo, Casal and Moore (2010). In this study, they gathered the data collected in 2007 – 2008 which was made through questionnaires to 2300 participants (Students and Parents) using also interviews with the coordinators and teachers. In this study they outlined the Andalusian Bilingual sections Program, one of the cornerstones of the government's plurilingualism promotion plan (2005) within which the research was conducted. The researchers were concerned on CLIL and its potential for cognitive gains, particularly to what extent CLIL learners could expand their semantic and capability levels contrasted with their standard classmates, their utilization of L2, and the impacts of CLIL in the more extensive instructive connection.

As a result of this study, they found the group receiving CLIL instruction performed the job as expected, this job consisted on the CLIL learners beat the control gathers in every one of the four language aptitudes in the four remote languages under thought and as indicated by the authors, this might likewise be because of the motivational procedures behind CLIL classes as looked at to the standard. As respects how information was made understandable, instructor polls demonstrated that while content educators tended to utilize the L2 for content, language educators would utilize it for criticism and assessment. Be that as it may, both sorts of educators harmonized in the utilization of the L1 when managing issues then again for retelling stories.

Nevertheless, Banegas (2012) found criticism to this study by Bruton (2011a, p.240) since there were not considerations taken when it comes to exposure to the L2, but it is a great example on how to achieve the job as a teacher implementing different activities and the effect of

implementing policies within the educational programs.

To conclude, the author mentions the importance of the implementation of the approaches within different contexts to examine the different and possible results since the population can be differs one from another in different aspects and to rely on the results made by other experts on the field to find out how it can be achieved and how the teachers and the students use CLIL positively within the classrooms.

To wrap up both studies, it is important to highlight the results and the way in which students accepted the way the programs were instructed and how the researches managed the materials and strategies to implement them within the classes, and this shows how the approach works and the impact that had in two different types of communities.

5. METHODOLOGY

The following section will show how the project will be carried out, the methodology that will be used as well as the implementation and the design stages, the context and the setting involved. Additionally, the participants will be addressed along with the pre-service teacher's role. Finally, the type of assessment used in the project and purpose of the reflection stage for this project will be mentioned.

5.1 Context

This classroom project was implemented with students from a 2th grade of a public primary school situated in Pereira Risaralda, *Institución Educativa Suroriental de Pereira* which is part of an agreement plan (convenio) with the local public University *Universidad Tecnológica de Pereira* where the students from nine semester of the program *Licenciatura en Lengua Ingles* perform their pedagogical practicum. The teaching of English in this school was currently guided by the standards from *Guia 22* for teaching English in Colombia. Consequently, the project was implemented during an academic period of two months during which the classes were scheduled three hours a week. The English classes were planned by the practitioner on the basis of the *Estándares*, which are stated in *Plan de Area de Inglés*.

The *Institución Educativa Suroriental de Pereira* is a public school located in a popular neighborhood of the city. Most of the students that are enrolled belong to middle-low and low socio-economic stratum. The teachers working at the school are in charge of one group teaching all subjects including English.

5.2 Participants

The participants for this classroom project will be divided in two different groups: the students from the school in which the class room project will take place and that will be briefly explain, and the pre-service teacher who will be guiding his teaching practicum.

5.2.1 Students

This classroom project will be carried out with thirty-one students from second grade from a public school located in Pereira. The thirty-one students were divided in sixteen girls and fifteen boys. Their ages varied from six to nine years old. The English classes that the students have are divided into two hours on Thursday and one hour on Friday; what they do mostly in these classes is to review past content from their previous classes and then the teacher starts the new lesson. Most of the students have knowledge about simply vocabulary (i.e. animals, colors, etc) and common expressions like greetings.

5.2.2 Practitioners

The pre-service teacher in charge is one student in ninth semester from a public university. During the time in which the project will take place, the practitioner will be carrying out his pedagogical practicum. The design is made according to the SIOP model proposed and it is done by the pre-service teacher, the pre-service teacher will implement and collect information using a format to gather the necessary information to reflect in what he did in the classes and analyze that information in order to know what went well and what did not. He will work three hours per week, which are 24 hours of the practicum and will be distributed two hours on Thursday and one on Friday. The practicum will be about the implementation of the SIOP model which was described previously in the conceptual framework.

5.3 Instructional Design

5.3.1 Data Collection Methods

For the purpose of collecting the information needed in order to draw results, conclusions and other relevant information, the pre-service teacher will be using a learning journal in which he will make a collection of notes, observations, thoughts and other relevant materials built up in the period of time that the practicum will take place. The aim that will be guiding this learning journal will be to see the different aspects that affect the classroom when guiding a lesson when using the SIOP model. The information collected will be categorized according to the labels used by the pre-service teacher in order to analyze them in a more efficient way.

5.3.2 Development and Implementation

For the implementation and development, different materials will be used considering different aspects with grounds on the (SIOP) Sheltered Instruction Observation Protocol model. In order for the implementation to take place, the SIOP model will be used as a part of this process and as a lesson plan for content lessons; the effectiveness of the implementation is one key to improve the academic success of the learners. The pre-service teacher needs to know how to work with the model in order to develop a strong foundation and to have a better practicum part. As it follows, the SIOP model proposes the following implementation and development:

Table 1. SIOP Components Echevarria et al 2009 (as cited in Rativa 2013)

| | |
|------------------------------|--|
| Lesson Preparation | Examines the lesson planning process, including the language and content objectives, the use of supplementary materials, and the meaningfulness of the activities. |
| Building Background | Focuses on making connections with students' background experiences and prior learning and developing their academic vocabulary. |
| Comprehensible Input | Considers adjusting teacher speech, modeling academic tasks, and using multimodal techniques to enhance comprehension. |
| Strategies | Emphasizes teaching learning strategies to students, scaffolding instruction, and promoting higher-order thinking skills. |
| Interaction | Reminds teachers to encourage elaborated speech and to group students appropriately for language and content development. |
| Practice/Application | Provides activities to practice and extend language and content learning. |
| Lesson Delivery | Ensures that teachers present a lesson that meets the planned objectives, promotes students' engagement and paces the lesson appropriately. |
| Review and Assessment | Considers whether the teacher reviewed the key language and content concepts, assessed student learning, and provided feedback to students on their output. |

5.3.3 Design

The main focus of this project will be the implementation of the SIOP model as a tool to integrate science content in a classroom from a primary public school. According to Echevarria et al (2009) the model gives direction to have better practices for English learners, grounded in over two many years of classroom-based examination, the encounters of able instructors, and discoveries from the expert writing. It has been utilized effectively in both language and content classrooms and with this methodology; educators can help English learners to accomplish the aptitudes and information connected with school and vocation status. As this theory makes emphasis on the utility and effectiveness of the SIOP model and as it is mentioned in the **Conceptual Framework** section, the eight steps that conform the SIOP model can be of a great help when designing the classes. For that reason, the pre-service teacher will design his lessons focusing on the first three aspects provided from the SIOP model and from which they can determine the efficacy of the model. First, the lesson preparation will be focused on two types of

objectives: content objectives and language objectives. Building background will come next, as it will help to enhance student's production in terms of content words, function words and the use of proper English structure. And lastly, comprehensible input which will deal with the rate and enunciation at which the pre-service teacher will be guiding his lessons, and also the complexity of the speech that they use.

5.3.4 Assessment

In this phase learners will be assessed considering the SIOP model, which has as a final component review and assessment. This assessment is not only done at the end of the lesson; it is done throughout the various steps of the lesson. The pre-service teacher will be taking into account three SIOP features: key vocabulary, key concepts and providing regular feedback to students. In this way they can have a continuous assessment of student comprehension. To evaluate the student's development, the pre-service teacher will follow the type of grade system established by the school. The pre-service teacher will also have in consideration the student's commitment with the task, and the development of the student according to the activities performed.

5.4 Reflection Stage

Having established the necessity of reflecting on the lesson, the pre-service teacher took into consideration Richards (1994) in relation to the methods that facilitate the reflection process. This author states that teachers can observe themselves while they teach as in reflection-in-action or they can observe themselves after the class (such as reflection-on-action). For this purpose, the pre-service teacher will be using a journal in which he will be writing all information concerned with the class as a mean to collect valuable information related with the

project. This information will be used to write the results based on three different aspects such as: Professional growth, Students' responses and linguistic outcomes.

5.5 Resources

In order to develop this classroom project, the pre-service teacher will use the technological resources provided by the school such as speakers and microphones. In addition, he will use the resources needed for the class according to the type of activities proposed in the lesson plans. Likewise, the pre-service teacher will follow the demands of the science planning as a resource for lesson planning.

6. RESULTS

6.1 Professional Growth

6.1.1 Strengths

The suprasegmental aspects of the input discourse of the teacher makes one important feature to get student`s attention. One of those aspects is intonation and as a pre-service teacher I was aware of the fact that my intonation played a relevant role when getting the students to recognize the words they were expected to do.

In lesson number 10, the role of the teacher was “ “reading the book” and “emphasize in the parts from the book that rhyme in order to show the students they work”, and “ask ss to stand up and underline which words rhyme while the teacher read the sentences”. (Appendix 3)

From my reflection in this, I reckoned that the tone of my voice needed to be changed as a means to get the objective fulfilled in my students: “As I was reading the book, I tried to change my intonation to help students recognize the words that rhyme in each of the paragraphs from the book”. (Appendix 4)

In lesson number 5, I had to pay attention to my intonation too since I was reading questions for the students to identify if the sentence itself was a question or if I was making an exclamation. The students had to tell the type of sentence depending on the changes done by my voice. (Appendix 5)

The way in which the teacher engages the students plays an important role when it comes to introduce a new topic or an activity. Depending on the way the teacher does this, it can affect the level of students’ attention. I was aware of this every time that I decided to do an activity with my students.

In lesson number 6 I was teaching them commands using an activity in which they had to make a list of different commands for their imaginary pets. They were very focused during the whole activity and since I also asked them to draw them in their notebooks, they were enjoying as well as learning. (Appendix 6)

During the time I was doing the reflection of that lesson, I realized on how important is to do an activity that enhances students motivation towards the topic by using as models things that they make like such as having a pet or caring for one. (Appendix 6)

In lesson number 4 I decided to use the last topic which was about likes and dislikes and combine it with the knowledge that the students gathered from a movie that the students watched in the previous class. For this purpose I used the same flash cards from the last class to talk about likes and dislikes since the students enjoyed working with them. (Appendix 7)

The students' previous knowledge regarding some topics was an important factor since I could take advantage of it. Throughout the different classes that I taught, there were some times in which I came across with things that they had some knowledge and helped me to go further with that topic. Such is the example of the lesson plan 1(Appendix 1) in which I asked them about their knowledge regarding ground rules in order to address the one I have planned to use, they knew what these rules were needed for since they have their own rules. Therefore, it was easy for me to discuss with them about them just to be sure that they were aware about what they are not supposed to be doing during the class.

6.1.2 Challenges

During the time that I was conducting my guided practicum, there were many classes that were cancelled due to different things such as “Día del Maestro Sindicalizado” “Día del arbol” and other activities carried out by the school. This made it difficult for me to catch up with the

topics that needed to be covered within the Planeación de Área before finishing the practicum. This situation made it hard for me and the students to have a process of continuing with the topics and helping them to achieve goals.

Throughout the different classes that I conducted, time management was another challenge due to the fact that some students required more time than expected to understand the instructions and also to do the activities.

6.2 Student's Linguistics Outcomes

6.2.1 Strengths

During lesson number 1 when I was teaching them the pronouns, I decided to use the students as examples to teach them about third person, and the plural forms. They quickly got the meaning of each of the personal pronouns. I noticed this when I was doing an exercise in the board in which I asked them to put the personal pronoun with its correct verb to be. During the last part of that lesson I asked them to complete a worksheet with some exercises related to the topic and most of the students succeed at it. (Appendix 8)

In lesson 2, when I was reviewing the last topic to see if students still have some doubts regarding the use of pronouns, I was amazed by the fact that they were able to complete the exercises in one run. This means that they understood everything from the last class allowing me to move on to the next topic. I realized about this since I was writing the sentences for them to complete them based on either the verb to be or the pronoun that was missing, they managed to complete each sentence in little to no time.

At the end of that lesson I decided to use a crossword to practice with them the

vocabulary learned about the feelings. (Appendix 9)

In lesson number 3 , I asked the students to write some sentences in their notebooks to check if they were following the explanations given by me and if that was not the case to help them with their mistakes. I asked them to follow the sequence of “I like to “and “I dislike to “and that they have to add the last thing in Spanish if necessary due to the lack of vocabulary in English. The main point of that exercise was to see if they understood the meaning of the words like and dislike.

In lesson number 4, I asked the students to write sentences regarding the things that they liked or disliked from the movie that they had to watch during the science class. Most of their work showed that they understood how to construct sentences to express likes and dislikes

During lesson number 5, I brought a word search for them to complete with some verbs required to complete some exercises further in that lesson. (Appendix 10)

For lesson number 7, I brought another worksheet to complement the class topic about types of sentences. During the activity, students had to complete the sentences adding the correct punctuation mark depending on the information that was in the sentence. (Appendix 11)

6.2.2 Challenges

The major problem regarding students’ linguistics outcome was related with their use of L1 during the duration of the practicum. Due to the fact that they were second graders, it was difficult for me as a teacher to keep using L2 throughout the classes because students were lost when I asked them if everything was clear or not. I had to adjust the level of L2 used in the classes to make sure that the students were following what I was saying. This does not mean that I was not teaching them in English. I tried to keep a balance between L1 and L2 so that students could keep learning English while also keeping the L1 as an advantage depending on the

situation.

6.3 Student's responses

6.3.1 Strengths

The participation from the students played a huge important role within the classes during the implementation. While I was conducting in my practicum, I realized that working with children was a great advantage due to the fact that they were always disposed to work with anything that I brought to the classroom. From songs, to worksheets or even writing sentences on the board.

For lesson number 8 I decided to teach the parts of the body. For this purpose I brought a song to the class which contained the different parts of the body divided in different sections. From the head to the toes. The reaction from the students was very positive since they loved to work with songs and such. So while we were doing the activity, I noticed that they were very anxious to keep doing it even though they already grasped the vocabulary and also that they already have internalized it.

During lesson number 9, I brought a story that was known by the students in their L1. The story was about *Little Red Riding Hood*. I decided to bring this story to the class to work with the students about retelling a story and to enhance their reading comprehension. During the activity I picked 3 students and assign them different roles. All of them wanted to participate since they love to do it in every class. The students will have to re organize some flash cards brought to the class with the different parts of the story and then try to re tell it. At the end of the class, I chose another student to play the game called *Simon Says*. Again all the children wanted

to participate so I picked one randomly. This student had to say one part of the body and the rest of the students had to follow his/her command in order to win the game. I was surprised on how all of them were paying attention closely to what the student in front of them asked them to touch. Whether it was his head or his shoulders.

6.3.2 Challenges.

Even though participation was something that needed to be highlighted as a good factor, it was something that went out of my hands during many different classes. This was in the view of the fact that they were so eager to participate no matter if they did not know the answer. They just wanted to be picked up by the teacher to complete the exercises asked by the teacher. I even had a situation in which a student started to cry because I did not select him to answer the question. This behavior led to situations in which the noise was too high because they all wanted to participate.

Conclusions

As a wrap up, it is important to say that working with the SIOP model to teach content within the classroom can be very helpful when it comes down to lesson planning especially since it can serve as a guide that he or she can follow in order to design his or her classes to teach CLIL. As stated in the results, the lesson preparation played a key factor since the pre-service teacher had to consider the topics from the science classes that could be added to the topics in the English classes. It is important to mention that even though I did not sit down with the in-teacher to talk about the topics that could be taught in science, the person interested to work this

model can opt to do the planning for the classes along with the in-service teacher in order to get better results. Finally, as a side note for future people that decide to work with this topic, I strongly recommend you that you pay special attention to students that might have learning problems since this can drastically affect the results obtained during the classes.

7. APPENDICES

Appendix 1. LessonPlan 1

| | | | |
|---|---|--|----------|
| | | | |
| LESSON PLAN | | | |
| Date of the class: September 15 th , 2016 | | Class Number: 1 | |
| AIM: At the end of the lesson the learners will be able to: | | | |
| Estándares Básicos de Competencias (MEN) Estándar General: - Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo. - Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. - Participo en conversaciones con pronunciación clara y buena entonación. - Empiezo a estructurar mis escritos; estoy aprendiendo a leer y escribir en mi lengua materna. Por lo tanto, mi nivel de inglés es más bajo. Estándares Específicos Escucha: Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. Lectura: Reconozco y sigo instrucciones sencillas, si están ilustradas. Escritura: Demuestro conocimiento de las estructuras básicas del inglés. Conversación/ Monólogo: Participo en representaciones cortas; memorizo y comprendo los parlamentos. Indicadores de logro Escucha: El estudiante es capaz de seguir las instrucciones dadas por el profesor. Lectura: El estudiante comprende las instrucciones dadas por el profesor apoyándose en imágenes. Escritura: El estudiante identifica las estructuras básicas de la oración. Conversación/ Monólogo: El estudiante interactúa con sus compañeros con el conocimiento adquirido | | | |
| Assumed Knowledge: - Knowledge regarding personal pronouns - Knowledge about greetings/farewells | | | |
| Materials: - Board - Markers - Worksheets | | | |
| DAY/STAGE/ ACTIVITY/TIME | PROCEDURE TEACHER AND LEARNER ACTIVITY | ANTICIPATED PROBLEMS AND PLANNED | COMMENTS |

| | | SOLUTIONS | |
|-------------|--|--|--|
| 4:00 – 4:10 | The teacher will address himself in order let the ss know their new pre-service teacher to start creating rapport with them and will start to check attendance. | ss might lost attention therefore T might have to call them out. | |
| 4:10- 4:20 | The teacher will start talking about ground rules in order to establish discipline in the classroom. For this part, the teacher will divide the board into two parts and put a smiley face and a sad face at the top of the columns. The teacher will give examples to the students about what he is expecting them to consider as bad behavior by mimic those actions, and he will also mimic the good behavior that they should have in the class. After that, the teacher will ask the group about what they consider should be written in both columns. This should be done until 3 or 4 ideas are gathered. | Ss might get too noisy so the voice level should be one of the first rules to be addressed. | |
| 4:20- 4:30 | The teacher will assign groups of 4 people and ask the ss to write down as many ideas as possible to add to the columns. | Ss might want to participate at the same time therefore rising their hand will be used as a way to control that. | |
| 4:30-4:35 | After they are done with the columns, they teacher will make a poster for the next class In which he will add up to 5 different ground rules | Ss may be noisy about the announcement so calling them out to be quit should help | |
| 4:35- 4:45 | The teacher will recall his introduction at the beginning of the class as a way to introduce the new topic which will be the personal pronouns along with the verb to be. The teacher will under light these elements on the board using the sentence he used to introduce himself and then explain to the students about the other pronouns and their | Ss might get distracted or walk around the classroom so they might need to be some interruptions in | |

Appendix 2. Reflection

Reflection class #1 **September 15th, 2016**

What went well?

When I asked them about their knowledge regarding ground rules in order to address the one I have planned to use, they knew what these rules were needed for since they have their own rules. Therefore, it was easy for me to discuss with them about them just to be sure that they were aware about what they are not supposed to be doing during the class.

How do you know that?

The students already had their own ground rules, so probably they already had this type of conversation already with their teacher at the beginning of the year.

What went wrong?

When I decided to group the students in order to work with an activity that I had planned, I went terribly wrong. They all wanted to work with their friends and not with the partners I assigned. Also the space in the classroom made it difficult since it was hard to accommodate all of the students properly.

What would you do different next time?

When I decide to bring any sort of worksheet for them to complete, I would bring a copy for each student so that they can work in their seats so that I don't waste time organizing them in groups and also avoid to move their chairs.

Appendix 3. LessonPlan 10

GENERAL OBSERVATIONS:

LESSON PLAN

| Date of the class: November 11st , 2016 | | Class Number: 10 | |
|---|--|---|----------|
| AIM: At the end of the lesson the learners will be able to: understand how rhymes in English work. | | | |
| Estándares Básicos de Competencias (MEN) Estándar General: - Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. Estándares Específicos Escucha: Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. Lectura: Identifico palabras relacionadas entre sí sobre temas que me son familiares. Escritura: Escribo información personal en formatos sencillos. Conversación/ Monólogo: Respondo a preguntas sobre cómo me siento. Indicadores de logro Escucha: El estudiante es capaz de comprender las preguntas hechas por el profesor. Lectura: El estudiante relaciona palabras familiares en su lengua materna para aprender nuevas. Escritura: El estudiante es capaz de producir sus propios textos usando lo aprendido en clase. Conversación/ Monólogo: El estudiante interactúa con sus compañeros con el conocimiento adquirido | | | |
| Assumed Knowledge: - Pronouns. - Verbs. | | | |
| Materials: - Board - Markers - A book | | | |
| DAY/STAGE/ ACTIVITY/TIME | PROCEDURE TEACHER AND LEARNER ACTIVITY | ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS | COMMENTS |
| 11st Nov/Engag | The teacher will ask the students if they have knowledge regarding the book "The | ss might start writing in their | |

| | | | |
|--------------------------------------|--|--|--|
| e/ 10min | cat in the hat" and then proceed what it is about by using some rhymes. | notebooks ; therefore, it will be necessary to ask them to close them for a while. | |
| 11st Nove/Study / 10 min | The teacher will address the characters from the book in order to give input to the ss so that they can focus more in the story. The teacher will ask the ss to draw the characters if it's necessary so that ss can internalize better the image of them. | Ss might get too noisy so the voice level should be monitored | |
| 11stNov/St udy/Read 15 min | The teacher will start reading the book and will emphasize in the parts from the book that rhyme in order to show the students they work. | Ss may be noisy about the announcement so calling them out to be quite should help | |
| 11st/Activat e/Game 15 min | The teacher will extract some sentences from the book, and then will ask ss to stand up and underline which words rhyme while the teacher reads the sentneces. | Ss might get distracted or walk around the classroom so they might need to be some interruptions in the stage. | |
| 11st/Study/ Closing activity/ 10 min | The teacher will ask the students to retell the story in order to practice student's comprehension by showing the pictures from the book and ask them what is happening in that part of the book. | Ss might get too noisy so the voice level should be monitored | |

Appendix 4. Reflection

Reflection class #10, **November 11, 2016**

What went well?

As I was reading the book, I tried to change my intonation to help students recognize the words that rhyme in each of the paragraphs from the book. Most of the students were able to tell which words were the ones that rhymed after I asked them.

How do you know that?

When I re-wrote some extracts from the book in the board, I ask some students to get to the board and underline the words that rhymed in each of the extracts.

What went wrong?

Due to the fact that there are so many students in the classroom, it is very difficult to control participation no matter what method I decide to use; thus, during the activity in which I asked random students to solve the exercise in the board, all of them wanted to do it.

What would you do different next time?

I will play games like hot potato to select the students to participate so that they do not think I always chose the same students.

Appendix 5. Lesson Plan 5

GENERAL OBSERVATIONS:

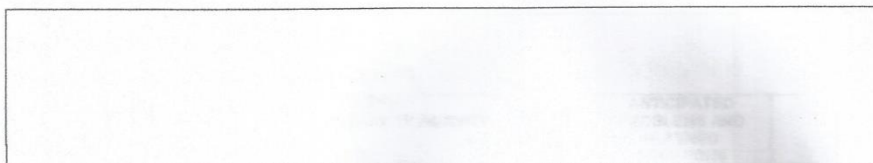
LESSON PLAN

| | |
|---|---------------------------|
| Date of the class: October 21 st , 2016 | Class Number: 5 |
| AIM: At the end of the lesson the learners will be able to: <ul style="list-style-type: none"> - Differentiate between the four different types of sentences. - Understand what a verb is and its use in a sentence. | |
| Estándares Básicos de Competencias (MEN) Estándar General: <ul style="list-style-type: none"> - Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo. - Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. - Participo en conversaciones con pronunciación clara y buena entonación. - Empiezo a estructurar mis escritos; estoy aprendiendo a leer y escribir en mi lengua materna. Por lo tanto, mi nivel de inglés es más bajo. Estándares Específicos Escucha: Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. Lectura: Identifico palabras relacionadas entre sí sobre temas que me son familiares. Escritura: Escribo información personal en formatos sencillos. Conversación/ Monólogo: Respondo a preguntas sobre cómo me siento. Indicadores de logro Escucha: El estudiante es capaz de comprender las preguntas hechas por el profesor. Lectura: El estudiante relaciona palabras familiares en su lengua materna para aprender nuevas. Escritura: El estudiante es capaz de producir sus propios textos usando lo aprendido en clase. Conversación/ Monólogo: El estudiante interactúa con sus compañeros con el conocimiento adquirido | |
| Assumed Knowledge: <ul style="list-style-type: none"> - Knowledge regarding personal pronouns - Knowledge about commands in their mother tongue | |
| Materials: <ul style="list-style-type: none"> - Board - Markers - Flashcards | |

| DAY/STAGE/ ACTIVITY/TIME | PROCEDURE TEACHER AND LEARNER ACTIVITY | ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS | COMMENTS |
|-----------------------------|--|--|----------|
| 2:30 – 2:40 | The teacher will start the class with a warming up activity in which he will ask the students if they remember the topics covered in class so far. | ss might lose attention therefore T might have to call them out. | |
| 2:40- 2:50 | Ss will be working individually in a word search in order to practice the written form. | Ss might get too noisy so the voice level should be monitored | |
| 2:50- 3:00 | The teacher will ask the students to act like the word to practice listening comprehension and also to check if the students have difficulties with the pronunciation. | Ss might want to participate at the same time therefore rising their hand will be used as a way to control that. | |
| 3:00-3:10 | The teacher will engage the students with the new topic by asking questions about the verbs and if they know about them. | Ss may be noisy about the announcement so calling them out to be quite should help | |
| 3:10- 3:20 | The teacher will use the board to write some sentences using a list of different verbs in order to teach the students about them. | Ss might get distracted or walk around the classroom so they might need to be some interruptions in the session. | |
| 3:20-3:30 | The teacher will ask the ss to write their own sentences in their notebooks in order to make them practice what was learned that day. The teacher will be there | Ss might get too noisy so the voice level should be monitored | |

| | | | |
|---|---|---|--|
| | monitoring their work and helping them in case they have any doubts. | | |
| 3:30-4:00 | Student's break time. | | |
| 4:00-4:15 | The teacher will write on the board a simple declarative sentence and will read it aloud, then he will change the period at the end of the sentence to a question mark and will ask students about the changes that the question mark adds. | Ss might get too noisy so the voice level should be monitored | |
| 4:15-4:30 | The teacher will be giving more explicit instructions about the four different types of sentences by writing them down in the board. | Ss might get distracted or walk around the classroom so they might need to be some interruptions in the session | |
| 4:30-4:45 | The teacher will be reading a short story to the class in order to practice the different types of sentences and the use of punctuation. | SS might get lost during the story telling exercise so body language and voice modeling are strongly needed here. | |
| 4:45-5:00 | Ss will be asked to stand up and practice imperative sentences by using a game called Simon says in order to practice some commands useful in the class while also practicing listening comprehension. | Ss may be noisy about the announcement so calling them out to be quite should help | |
| EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: | | | |
| REFLECTION SESSION: | | | |
| What went well? | | | |
| How do you know that? | | | |
| What didn't go that well? | | | |
| What would you do different next time? | | | |

Appendix 6. Lesson Plan 6

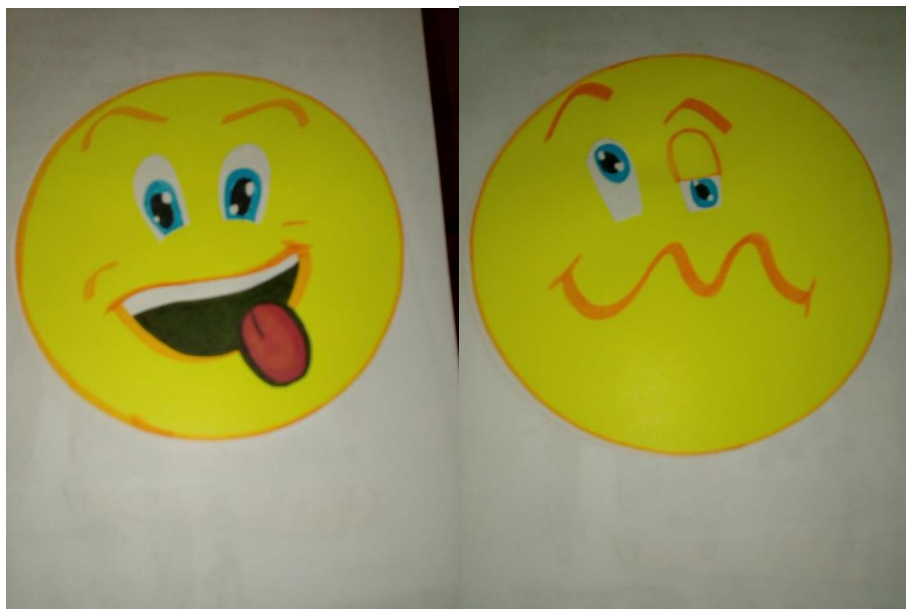


LESSON PLAN

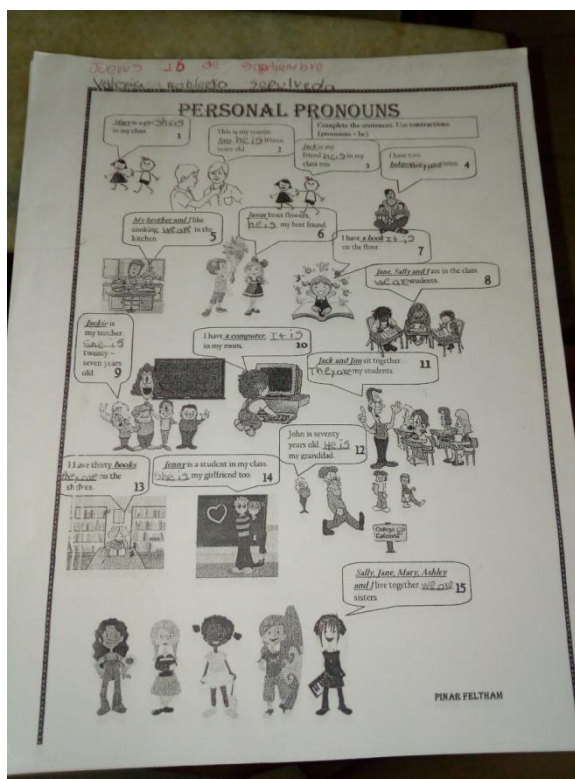
| | |
|---|---------------------------|
| Date of the class: October 27 th , 2016 | Class Number: 6 |
| AIM: At the end of the lesson the learners will be able to: Understand and use commands to give orders. | |
| Estándares Básicos de Competencias (MEN): Estándar General: - Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo. - Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. - Empiezo a estructurar mis escritos; estoy aprendiendo a leer y escribir en mi lengua materna. Por lo tanto, mi nivel de inglés es más bajo. | |
| Estándares Específicos Escucha: Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. Lectura: Reconozco y sigo instrucciones sencillas, si están ilustradas. Escritura: Demuestro conocimiento de las estructuras básicas del inglés. Conversación/ Monólogo: Participo en representaciones cortas; memorizo y comprendo los parlamentos. | |
| Indicadores de logro Escucha: El estudiante es capaz de seguir las instrucciones dadas por el profesor. Lectura: El estudiante comprende las instrucciones dadas por el profesor apoyándose en imágenes. Escritura: El estudiante identifica las estructuras básicas de la oración. Conversación/ Monólogo: El estudiante interactúa con sus compañeros con el conocimiento adquirido. | |
| Assumed Knowledge: -Types of sentences - Pronouns | |
| Materials: - Flashcards - Board - Worksheets | |

| - Markers | | | |
|---------------------------------------|--|--|----------|
| DAY/STAGE/ ACTIVITY/TIME | PROCEDURE TEACHER AND LEARNER ACTIVITY | ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS | COMMENTS |
| 4:00-4:10 (warming up activity) | The T will ask the students to imagine that they have a pet and that they must teach them how to behave. Ss will have to draw that pet in their notebooks and write simple commands next to the drawing. | Ss might get distracted and start dedicating more time in the drawing instead of writing the sentences. Must emphasize about the commands. | |
| 4:10-4:20 | The T will then address the topic about commands, what are they and when to use them by writing examples on the board and using flashcards. | Ss might write in their notebooks instead of paying attention. Must ask them to close their notebooks. | |
| 4:20-4:40 | The teacher will read the students a short story in which they must pay attention to the commands showed in the flash cards in order to complete the next task. | Ss might not understand some words from the book; Therefore, I must write them in the board. | |
| 4:40- 5:00 | Ss will be asked to write some commands to their favorite dinosaur in a worksheet provided by the teacher. | Ss might get confused by the information that they have to write. The guidance must be very clear. | |

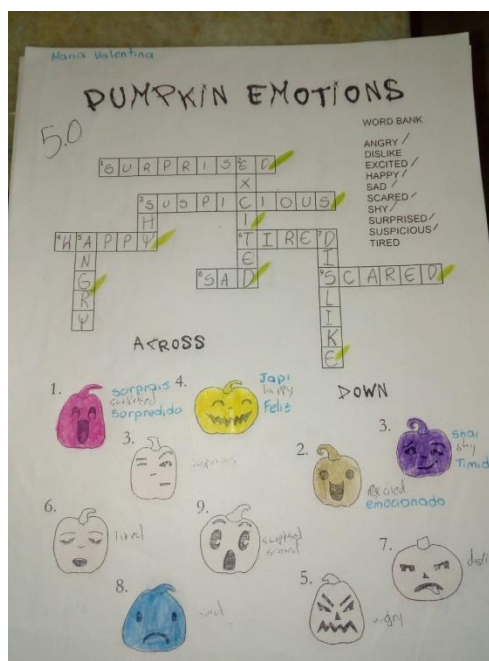
Appendix 7. Flash Cards



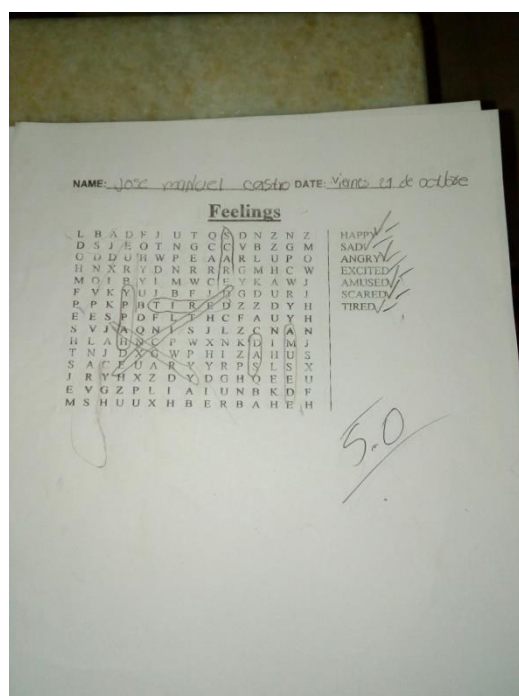
Appendix 8. Worksheet



Appendix 9. Worsheet




Appendix 10. Worksheet



Appendix 11. Worksheet

FOUR TYPES OF SENTENCES



Declarative .
The green frog hops
He can kick the ball

Interrogative ?
Do you like to play
Can you help me
When is the party

Exclamatory !
We like to eat cake
This is so much fun
I love you so much
I won the game

Imperative . !
Go to your room
Give me that pencil
Stop doing that

| | |
|---------------------|----------------------|
| Do you like to play | We like to eat cake |
| Go to your room | This is so much fun |
| Can you help me | Stop doing that |
| The green frog hops | I love you so much |
| When is the party | He can kick the ball |
| Give me that pencil | I won the game |

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